

PENNSTATE



Worthington
Scranton



**2010 – 2015
PENN STATE WORTHINGTON SCRANTON
DIVERSITY STRATEGIC PLAN**

DECEMBER 2009

PENN STATE WORTHINGTON SCRANTON DIVERSITY PLANNING COMMITTEE

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DIVERSITY PLANNING PROCESS

This diversity plan was prepared by the Cabinet of Penn State Worthington Scranton, in collaboration with the Faculty Senate Diversity Committee and involves the entire campus.

Ongoing: Continuous Environmental Scanning

Since the last campus diversity, areas of concern have emerged, such as:

- The current economic situation
- The growing Hispanic population
- The focus on STEM Initiatives for all, with special emphasis on under-represented populations (STEM – Science, Technology, Engineering and Mathematics)
- The response to the chilly climate created by religious advocacy in a very Catholic area
- The growth in grant funding for under-represented groups by the campus

Phase One: Review Previous Diversity Planning

Penn State Worthington Scranton maintains a Diversity web page, where prior Diversity Plans, mid-point responses and final reports are placed for the community to access. These were reviewed in preparation for the current five-year planning effort.

Phase Two: Develop Responsive Committee and Management Units

Utilizing a “best practice” developed for Diversity planning, our Cabinet had a joint meeting with our Faculty Senate Diversity Committee to plan our response. Since our original plan assigned responsibility, we used this to establish assignments for ensuring completion of our report and for developing common ground for continued implementation of our plan.

Phase Three: Gather Available Diversity Information

Penn State’s Diversity web page was reviewed at numerous points to match recommendations and questions with our campus goals. We used our campus Strategic Plan because it also contains diversity plans. Our Campus Climate Survey, Student Satisfaction Surveys and the Faculty/Staff Survey of 2004 and 2008 were employed to ensure accountability for our responses.

We considered new knowledge of the demographics of Northeast Pennsylvania and observations and experiences of our Admissions, Continuing Education and Career Services staffs. Our campus Library consulted with University Libraries to determine hard-copy and on-line resources available for studying diversity.

Phase Four: Prepare and Share the Response

Initial responses were collated into a draft. The draft centered around the areas identified as targets for improvements in the overall Penn State Diversity Plan. The draft was

circulated to the Cabinet and the Diversity Committee. Interim and final drafts were available to the campus by paper, email attachments and on our Diversity web page. Campus responses were incorporated into our draft. The result celebrates the work of our community, and is a source of pride.

Campus Climate and Intergroup Relations

Challenge # 1 - Developing a Shared and Inclusive Understanding of Diversity

- A. Using multiple communication strategies, share diversity information, goals and accomplishments throughout the University
 - 1. Expand our ability to utilize Penn State's non-discrimination policy for hiring and admissions and as a means of disseminating the goals, values and objectives of diversity planning.
 - 2. Continue to support active campus representation on all Commissions
 - 3. Continue to utilize university resources, reports and committees to support our diversity goals
 - 4. Utilize the high-tech campus learning environment, as a means of demonstrating our success with diversity
 - 5. Ensure that emerging technologies will be accessible to all, through the campus Teaching, Learning and Technology Advisory Committee (TLTAC).

- B. Increase the responsibilities and influence of the unit diversity committee
 - 1. Engage the Faculty Senate in coordination of the Diversity Committee's efforts with campus Strategic and Diversity initiatives
 - 2. Continue to utilize effectively, reports and committee structures derived from our strategic planning efforts. These campus committees typically establish diversity goals and inclusive communications plans beyond existing campus committees
 - a. Enrollment Management Committee
 - b. Campus Teaching, Learning and Technology Advising Committee (TLTAC)
 - c. Marketing Council
 - d. Web Team
 - e. University Committee for Instructional Facilities (UCIF) to renovate classroom facilities to create accessibility
 - f. The Center for Counseling and Psychological Services (CAPS)

- C. Actively demonstrate support of and adherence to Penn State's nondiscrimination policy.
 - 1. Encourage a mental shift to include a greater understanding of a welcoming, diverse climate
 - 2. Utilize the Penn State principles in our commitment to a common set of beliefs and values, not only for our campus community, but to our broader community
 - 3. Continue as appropriate to support the development of a University-wide Diversity statement
 - 4. Ensure a yearly professional development program to keep up-to-date knowledge and commitment to a wide variety of diversity initiatives and collaborations

List a Best Practice

- Consider a “Welcome to PSU WS Committee” that assists existing faculty and staff orientation programs and emphasizes the diversity component in order to foster a better understanding of the inclusiveness of diversity on campus

List a Signature Program or Initiative

- Provide a greater emphasis during the annual reviews, for both faculty and staff, on the attendance at diversity events and programs on campus

Performance Indicators

- Evidence of the presence of a variety of communication strategies
- Evidence of presence of programs and initiatives that target populations beyond race/ethnicity and gender

Challenge # 2 – Creating a Welcoming Campus Climate

This challenge goal is a part of our Strategic Plan initiatives. We have identified three guiding principles:

- a. Creating a Campus Community
 - b. Building a Leadership Team
 - c. Understanding a Student –Centered University
-
- A. Continue climate assessment processes and approaches for addressing climate concerns
 1. Report to the campus on our progress on our Cabinet and campus level response to 2008 Faculty/Staff Survey at <http://www.sn.psu.edu/FacultyStaff/hr.htm?cn56>.
 2. Continue to support diversity and multi-cultural events, recognizing their role in supporting a welcoming campus climate
 3. Look to endowed lectureships for opportunities to invite diverse speakers to our campus

 - B. Maintain high visibility of diversity resources
 1. Promote brochures on sexual harassment and utilize various resources throughout public areas on campus, as well as on our website and in our marketing campaigns, and ensure that appropriate resource people have been hired, identified and trained
 2. Post information on student ListServe regarding university-wide diversity resources, particularly LGBTQA
 3. Continue posting our Diversity Plan on our website not only for current employees to employ, but for potential candidates to assess our commitment to a welcoming campus climate
 4. Continue participation in Northeastern Pennsylvania Diversity Education Consortium (NEPDEC) to utilize our regional resources and maintain high visibility of diversity values in the region

 - C. Promote an atmosphere where differing strengths can be recognized and valued
 1. Demonstrate the ideals of diversity as strengths for campus success in environments where groups are challenging acceptance of under-represented people by maintaining representation on local and regional economic development boards. This is especially important for Northeastern Pennsylvania.
 2. Offer broad-based participation opportunities for students, faculty and staff in diverse athletic and recreational programs.
 3. Sustain our commitment to Title IX and equitable treatment of all student athletes

Performance Indicators

- Campus Response to the Faculty/Staff Survey
- Campus participation in and response to Penn State-supported student surveys
- Campus participation in and response to the National Survey of Student Engagement (NSSE)

Representation (Access and Success)

Challenge # 3 – Recruiting and Retaining a Diverse Student Body

- A. Assist students from underrepresented/underserved populations to gain access to higher education and develop their skills for success;
 - 1. Make a concerted effort to publicize existing scholarships and program opportunities with a diversity focus (i.e., Mori/Robeson Scholarship and UNICO Endowment for the Enhancement of Italian Studies and Heritage).
 - 2. Utilize focused initiatives to solicit grants to help support retention efforts, particularly assisting under-represented students in STEM disciplines
 - 3. Continue to retain students, utilizing grant and donor support for programs designed for all students, especially inclusive of under-represented groups
 - 4. Take a holistic approach from pre-high school through matriculation, via a series of programs to assist these populations in gaining access to higher education and to enhance their educational success
 - a. STEM Academy
 - b. Wall Street West
 - c. National Science Foundation grants (two)
 - 5. Continue to implement the campus Enrollment Management Plan and its diversity goals
 - 6. The Assistant Athletic Director will take the message of the above goals of the University's intercollegiate athletics program to high school athletic directors on his visits and will ensure the Penn State message on diversity is included
 - 7. In addition, in the next five years, have our coaches recruit and retain a diverse group of student athletes for our eight varsity intercollegiate teams, plus cheerleading
- B. increase commitment to need-based aid and other means of support for low-income students
 - 1. Attain the goals of "For the Future – The Campaign for Penn State Students".
 - a. In this Campaign, \$2.5M has been identified for scholarships for our students
 - 2. Emphasize diversity initiatives when seeking private funding
- C. Help to ensure student success
 - 1. Fund the Student Success Center to support student retention
 - 2. Develop a career services pathway to help students develop resume-building knowledge, utilizing the Student Success Center, thus preparing students to work in an increasingly global and diverse workforce.
 - 3. Continue to look for funding services to support programming under the sponsorships of the Student Success Center
 - 4. Develop a leadership program within the Student Success Center
 - 5. Provide leadership training, career services and counseling
 - 6. Continue to expand our International Studies Program
 - 7. Support the strategies of the Faculty Senate Advising Committee through their series of workshops to enhance faculty advising effectiveness
 - 8. Promote student organizations that have a diversity focus

This is complementary to enhancing an advising center and upgrading our learning center capabilities as part of our Student Success Center initiative

List a Best Practice

1. Primo and Vittoria Ciufferi Mori/Paul Robeson Memorial Scholarship
2. STEM Academy and Nativity Church Partnership

List a Signature Program or Initiative

- The Faculty Senate Diversity Committee Planning Goals (see Appendix A)

Performance Indicators

- Undergraduate enrollment by gender, race/ethnicity and Adult Learner
- Undergraduate aid recipients by gender, race/ethnicity, low-income and first generation

Challenge # 4 – Recruiting and Retaining a Diverse Workforce

- A. Target hiring processes, with an emphasis on use of the Affirmative Action Office and the Office of Human Resources to attract talented and diverse pools of employees at all levels
1. Continue to look for and utilize new media and outreach opportunities to ensure that people of diverse backgrounds are aware of our hiring practices and the goals and values of our university
 2. Learn to develop networks and advertising strategies to facilitate access to diverse applicants, using the University's Affirmative Action initiatives
 3. Continue to partner with local businesses to develop marketing strategies for students and employers from large metropolitan areas who come into our region
 4. Continue to work with local and regional groups such as NEPDEC, NEPACU and Interdependence Day groups to strengthen local community understanding of challenges in recruiting and retaining employees
 5. Continue to utilize Affirmative Action DVD that all search committees review
 6. Continue to advertise for faculty positions in historically black universities and various publications more commonly reviewed by members of under-represented populations
 7. Post all campus openings on Penn State websites that reach a more diverse community
 8. Support and enhance the role of the Diversity advocate on all faculty and staff search committees
 9. Going forward, seek to hire coaches of color, women and other diverse groups within our athletic department; for example, athletic trainer, SID (sports information director) could be hired from these groups in the future
 10. Continue the process of including the Human Resources officer in all searches to discuss work and life benefits and inform candidates of diversity in our community
- B. Focus on the value of diversity expertise and diversity professional development within the staff annual review process
1. Communicate the expectation that all employees will enhance their understanding of diversity and become significantly engaged with diversity issues as part of daily work life
 2. Insist upon an ongoing professional approach to include participation of all employees in our commitment to diversity
 3. Recognize staff-inspired diversity initiatives in work life benefits as part of the annual review process (SRDP)
 4. Tap Advisory Board members' knowledge regarding advice on strategies they may have in place to hire their diverse workforces
 5. Build on our success with retaining our international faculty and learn strategies to go forward successfully by utilizing existing international faculty and staff as mentors

Performance Indicators

- Numerous Faculty/Staff/Tech Service/non-exempt staff data

Challenge # 5 – Developing a Curriculum That Fosters United States and International Cultural Competencies

- A. Promote curricular and research initiatives that increase all students' capacity to understand domestic and international diversity issues
1. Establish significant initiatives that focus on meaningful diversity issues that demonstrate the role academic inquiry plays in student development
 2. Continue to utilize significant campus endowments for research and programs to support these projects for faculty and students especially those that promote an active undergraduate research program
 3. Foster and grow our American Studies Program
 4. Continue to develop our International Studies Minor
 5. Continue to engage students with faculty who currently conduct international projects with a well-represented diverse group of participants
- B. Infuse diversity issues, topics and perspectives into undergraduate and graduate courses
1. Maintain an International Program Coordinator with International Study Abroad Programs
 2. Continue to fulfill funding obligations to support international objectives
 3. Operate STEM and HDFS initiatives as a means to enhance the curriculum
 4. Discover university-level resources available to support the expectation that faculty will connect with their colleges to fully utilize diversity resources available
- C. Emphasize student capacity to understand contemporary U.S. diversity issues within national, international and historical contexts.
1. Contribute as appropriate to University efforts in searching for patterns of intergroup disparity

List a Best Practice

- Our yearly undergraduate research program

Performance Indicators

- Number of courses offered with (US) and (IL) participation in Study Abroad
- Number of undergraduate/faculty research collaborations

Institutional Viability and Vitality

Challenge # 6 – Diversifying University Leadership and Management

- A. Strengthen the articulation between unit-level and department-level diversity planning, implementation and reporting
 1. Redesign units such as Academic Affairs with the intent of providing leadership and development opportunities and pathways for self sufficiency. Not only will employees conceptualize diversity issues, but they will learn to manage within a diverse framework.
 2. Utilize the department reporting structure to engage employees to build the Cabinet's knowledge in unit Strategic Plan and budget hearings annually
 - a. Diversity issues need to be discussed in unit meetings
 3. Conduct ongoing staff meetings for bi-directional communications and open discussion of diversity and inclusion

- B. Ensure that search committees for leadership positions require expertise in fostering a diverse, inclusive and equitable environment
 1. Promote ongoing commitment to diversity leadership through collaboration, professional development and recruitment. Practices discussed under Challenge No. 3 remain relevant here.

- C. Promote diverse composition of leadership teams at all levels of the University
 1. Strengthen and enhance the visibility of Campus leadership in promoting the discussions of diversity issues through ongoing reference to the campus Strategic Plan and the campus Diversity Plan
 2. Select membership carefully in our campus Advisory Board to foster a diverse, inclusive and equitable environment
 3. Continue the Cabinet's commitment to yearly strategic planning efforts and continue to foster continuous quality improvement projects, especially in those involving diversity

Performance Indicators

- Executive, Administration, Academic Administration by gender
- Composition of Campus Advisory Board and Program Advisory Board
- Composition of Cabinet
- Composition of Student Government Association
- Composition of Academic Leadership; (Program Coordinators, Faculty Senate, Executive Committee and Senators)

Challenge #7 - Coordinating Organizational Change to Support Our Diversity Goals

- A. Foster synergies among diversity, mission and institutional viability; instituting necessary organizational realignments, systems of accountability, resources and allocation strategies and long-term planning strategies to realize the University's diversity goals
 - 1. Continue ongoing commitment to integrate "A Framework to Foster Diversity at Penn State" into all ongoing planning processes by developing a learning organization.
 - 2. Establish successful communication paths between our campus and the community to support the values of diversity and to assist the community in achieving a welcoming climate for diverse groups

- B. Establish solid connections between executive-level and department-level planning and implementation
 - 1. Continue to demonstrate the principle of CQI at all staff meetings through communication, responsibility and accountability
 - 2. Review and reaffirm campus constitutional organizations to ensure that they are engaged in leadership development and accountability

- C. Augment partnerships with underrepresented/underserved communities
 - 1. Continue to develop partnerships through the successful grantsmanship with the outcome being long-term sustainability with our Human Resources and budgetary abilities.
 - 2. See Appendix B (attached) for Faculty Senate Diversity Committee planning goals

Performance Indicators

- Evidence of strong relationship between diversity planning and strategic planning
- Evidence of enhancements to campus diversity strategic planning process and resources
- Presence of situations to ensure issues of diversity, inclusion and equity are represented on the campus
 - Participants of University commissions

Appendix A

Goals

It was discussed how diversity measures could be increased and enacted in order to support the campus' and university's Framework for Diversity goals.

- Efforts and goals should not be focused simply on one particular aspect of diversity (ie, race, sexual orientation,) but rather that all aspects of diversity outreach – age, race, socio-economic, gender, sexual orientation, cultural, etc., be considered when looking for ways to increase diversity on campus and in achieving diversity goals.
- Diversity Committee members could act as liaisons in providing outreach to various underserved and underrepresented groups within the community to build greater visibility and support for the campus and its commitment to support diversity – ie, volunteering for various community efforts such as Meals on Wheels, holiday visits to nursing homes, food baskets, Women's Resource Center, etc.
- Organize and arrange presentations on campus that would be open to the general public by individuals that are currently involved in various regional efforts to foster diversity.
Examples of topics:
 - HIV/AIDS awareness
 - LGBT/coming out issues
 - Alumni who have faced challenges in school/workplace because of their race, gender, sexual orientation, etc.
 - Class issues
 - Religious persecution
- Arrange for panel discussions on campus focusing on all under-represented groups and populations, in order to establish an open dialogue among students, faculty and staff and increase awareness and understanding of the needs and challenges that these individuals face.

(Note: Requires review and approval of the Faculty Senate)

Possible Strategies

1. Increase the number of scholarships specifically for underrepresented students, based on ethnic/cultural diversity, special needs/disabilities, gender identity/sexual orientation
2. Chancellor's Office, Development Office and Alumni Relations are specifically target potential donors with an interest in funding scholarships and programs for underrepresented students
3. Build relationships with community organizations, clubs, agencies and schools with links to underrepresented students to offer programming that will educate prospective students about career planning and preparing for college academically, socially and financially. Also, use these contacts for specific programming for target recruitment to specific majors like women, blacks and Latinos in STEM majors
4. Work with University Park Undergraduate Admissions proposed regional recruitment program, specifically targeting Latinos in Northeastern Pennsylvania
5. Admissions staffs from Northeastern Pennsylvania campuses have been meeting to put forth a proposal for a unified approach toward attracting the best Latino applicants to our

- campus locations. The possibility exists for the creation of a new regional recruiter who will work with each campus to coordinate Latino programming
6. Provide transportation to the campus from downtown Scranton to a shuttle to and from the Price Chopper for students who are using COLTS bus service
 7. Create a subcommittee within the Diversity Committee to identify and communicate grant opportunities to faculty and staff on a quarterly basis. Additionally, the subcommittee can select grant(s) for the Diversity Committee to pursue and implement.
 8. Continue improving initiatives that will engage students in activities that strengthen skills that will enhance their academic success, such as the Student Success Center, the Learning Center and the Academic Advising Center
 9. Create a standard response to students who express the desire to withdraw. Try to identify the reasons and refer to appropriate campus office for possible interventions
 10. Promote Northeastern Pennsylvania Diversity Education Consortium (NEPDEC) programming to faculty, staff and students. Partner with NEPDEC to offer programs on our campus
 11. Include student leaders on the Diversity Committee. Encourage the creation of student organization for underrepresented students – Unified Student Club, it's all about US!
 12. Identify retention and graduation rates among underrepresented students and compare to general population
 13. Recognize and celebrate important ethnic, cultural and other underrepresented holidays, dates of political significance or nationally recognized dates of importance (Hispanic Month, Martin Luther King, Jr. Birthday, etc.) This should cut across academics and student activities
 14. Recognize and celebrate the diversity on our own campus.....in our faculty, staff and students. Highlight in student newspaper. We have large numbers of students from India. There have been students from Brazil, Colombia, Mexico, Russia, Dominican Republic, Afghanistan and many other countries.

(Note: Recommendations require Faculty Senate Review)